



1. Definition of an EAL Learner

For the purposes of these procedures, English as an additional language learners are those whose first or primary language(s) is other than English and who require specific English language programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system.

2. Goals of EAL Education

Goals of EAL education:

- assist learners in adding English to their linguistic repertoire and becoming proficient in the language
- provide learning opportunities that will allow learners to continue to develop intellectually and as citizens
- assist learners in successfully integrating into and contributing to the classroom and school community
- enable learners to benefit from school programming and to achieve the learning outcomes identified in the provincial curriculum
- enhance choices and opportunities for learners to access and benefit from adult and post-secondary learning experiences

Support for EAL learners requires attention to the specified domains in the EAL curriculum framework. [Curriculum Framework for English as an Additional Language \(EAL\) and Literacy, Academics, and Language \(LAL\) Programming](#). The student will receive support until they reach English language proficiency.

3. Planning and Implementing EAL Programming: A Shared Responsibility

3.1 Programming Grants

The [EAL Student Support Grant](#) is available for students whose first or primary language(s) is other than English and who require and receive EAL curriculum, programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system. The EAL Student Support grant does not depend on place of birth but on a student's EAL learning needs. The EAL programming and the supports or services provided should be identifiable and distinct from classroom differentiations that normally are provided to address student differences. Funding will be provided for a maximum of four consecutive years.

The [Intensive Newcomer Support Grant](#) provides Manitoba school divisions with direction for developing programming for newcomers within the ages of Grades 6 to 12. These newcomers have experienced significantly disrupted/limited education due to war, civil conflict, poverty, or cultural backgrounds. The INS grant is intended to promote:

- Innovative
- divisionally-coordinated
- specialized intensive programming
- for Middle and Senior Years newcomer EAL learners
 - from refugee/war-affected backgrounds



- who have significantly disrupted schooling

The programming should address essential language, foundational academic and literacy skills and cultural orientation.

To obtain an INS Grant, school divisions must submit a program proposal for approval.

3.2 Roles and Responsibilities

Manitoba Education and Training:

EAL Learners will follow provincial curricula appropriate to their EAL Stage of Development as outlined in the continuum of stages for EAL acquisition. This will include the EAL curriculum and appropriate adapted or non-adapted grade/subject-area curricula.

- Promotes the equitable participation of EAL learners in the educational system in Manitoba
- Sets curriculum outcomes and standards, develops necessary policy, and establishes guidelines for EAL services
- Works with teams of educators to identify effective practices in EAL and supports educators' efforts to improve EAL services
- Analyzes learner enrollment trends and distribution to facilitate long-term educational planning
- Provides and allocates funding to school divisions as reported through Educational Information System (EIS)
 - EAL Grant
 - INS Grant

Prairie Rose School Division:

Prairie Rose School Division is responsible to provide educationally appropriate EAL services to all learners who require them.

- Develop local EAL policy, protocol and procedures: [PRSD L-LAPs](#)
- Ensure that educators assigned to deliver EAL services are appropriately trained and have the necessary skills
- Ensure that all educators and support staff who work with EAL learners have access to relevant professional learning opportunities
- Identify who is responsible for coordinating and administering EAL services in the school division

Schools:

A critical element of effective educational planning and instruction is the appropriate reception, initial identification, assessment, and placement of EAL learners ([The First Days: Reception and Orientation 1-24](#)). Schools that provide appropriate instruction and assessment, as well as adaptations such as increased time and/or specialized educational materials, give EAL learners the greatest opportunity to experience success. Such learners are more likely to develop the language, literacy, and subject-area knowledge and skills required to achieve the learning outcomes of the provincial curriculum or to continue their students in the post-secondary or adult learning system. Until EAL learners



have reached an age- and grade-appropriate level of English language proficiency, require only basic adaptations and scaffolding to enable them to participate meaningfully, and successfully in non-EAL designated classrooms or courses, appropriate specialized EAL programming and services are essential.

The principal is responsible to:

- Implement EAL services
- Enroll learners and determine age appropriate grade placement
- Report the EAL learner on EIS as either EAL and/or INS
- Plan educational programming for learners; based on the resending needs of the EAL learner.
- Inform parents/guardians and consult with them about decisions concerning EAL programming and other aspects of educational planning that significantly affect their children
- Facilitate access to resources and support for effective implementation of EAL services; services and resources continue for the student regardless of EAL grant availability
- Facilitate collaboration among all educators providing EAL services
- Promote an environment that values diversity, bridges cultures, and works to eliminate racism
- Ensure EAL students are assessed for their English language attainment on the Language Learning Adaptation Plan(L-LAP)

Teachers of EAL Learners:

Programming and assessment for EAL learners should be guided by contemporary knowledge and research on effective second or multiple language learning and EAL approaches and practices. Assessment processes and tools should provide an accurate picture of a learner’s prior language and academic experiences, level of development, and programming needs

The provision of EAL services, the ongoing review of learner progress, and the suspension of or exiting from EAL programming and/or services are professional responsibilities shared by all who are involved in providing direct or indirect educational supports and programming.

- Work collaboratively to identify, plan and provide services for EAL learners
- Provide effective instruction with student specific language focus
- Provide ongoing [assessment and report progress](#) relevant to the L-LAP and grade/course curriculum.

4. Ongoing Review

Annually, review the learner’s progress through an assessment of English language proficiency and academic progress (PRSD L-LAP). If the learner is not progressing as expected, it may be necessary to assess the learner’s needs further and to adjust services accordingly.



5. Glossary

academic communicative competence: the ability to use language to communicate academic knowledge within and across subject areas and reach one's potential academically within the context of formal schooling. A variety of factors are involved, including the EAL learner's previous academic experiences, literacy background, previous life experiences (e.g. trauma), motivation to learn the language, personality and developmental history; Cognitive Academic Language Proficiency (CALP).

adaptation of the curriculum: changing the teaching process, the types of materials, and/or the assignments or products a student may produce to achieve the identified learning outcomes. Adaptation retains the learning outcomes of the provincial curriculum and is provided so the learner can participate in the school programming. Learners receiving instruction that is an adaptation of the curriculum are assessed using the established standards and can receive credit for their work.

appropriate EAL services: services provided for EAL learners who cannot meet the identified learning outcomes. They may include in-class or pull-out EAL support, reception class support, or the support provided in locally developed curricula. Curriculum and instruction provided for EAL learners should reflect current research and effective EAL practices.

assessment: a systematic process of gathering information to make appropriate educational decisions for a learner. It is a collaborative and progressive process designed to identify the learner's strengths and needs, and results in the identification and implementation of selected educational strategies. Assessment of the EAL learner occurs initially to identify appropriate placement and services, and on an ongoing basis to determine progress.

dialect: a regional or social variety of language distinguished by features of vocabulary, pronunciation, and discourse that differ from other varieties.

educationally appropriate services: services that reflect current knowledge with regard to effective EAL practices. They are provided by school divisions for all EAL learners along a continuum—from reception services for beginners, through transitional services, to services that offer support during full integration.

English as an Additional Language Grant: as recorded through EIS – for 4 years. Per pupil funding intended to support delivery of EAL services. EAL students are eligible for a maximum of 4 years of funding towards services. Principals should provide a comprehensive chart of their EAL learners to the personnel responsible to input EIS data.

English as an Additional Language (EAL) learners: learners whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system. In literature, these learners are also known as ESL, ESOL, EL and/or ELL.

Intensive Newcomer Support Grant (INS): may be used in addition to the EAL grant, intended for students with disrupted schooling.

Newcomer: Learners from refugee/war affected backgrounds



Social communicative competence: the ability to use natural speech to communicate in social situations for a variety of purposes, and to function effectively in a variety of social contexts, including the classroom; Basic Interpersonal Communication Skills (BICS).